

Rehabilitation Counseling Administration
Rehabilitation Institute, Southern Illinois University
Carbondale, IL 62901-4609

Rehb 571 Advanced Disability Seminar
Fall 2011 Monday 9:00 a.m.-noon
323 Rehn

INSTRUCTOR: Thomas D. Upton, Ph.D., CRC
Professor
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OFFICE HOURS: Mondays 8-900 a.m. and 1200-2:00 p.m.; Fridays 830-1130; and by appointment.

TA: Matt Sprong, Doctoral Candidate, MS, CRC, LCPC

Office Hourse: By appointment only

REQUIRED TEXTS:

Freidson, E. (1994). *Professionalism reborn*. The University of Chicago Press: Chicago. (Not on reserve)

Jones, E., Farina, A., Hastorf, H., Miller, D., & Scott, R. (1984). *Social stigma: The psychology of marked relationships*. W.H. Freeman and Company: New York.

Maki, D., & Riggart, T. (1997). *Rehabilitation counseling: Profession and practice*. Springer Publishing Company: New York.

Parker, R., & Szymanski, E. (1998). *Rehabilitation counseling: Basics and beyond*(3rd ed.). Pro-ed: Austin.

Riggart, T., Maki, D., & Wolf, A. (1987). *Applied rehabilitation counseling*. Springer Publishing Company: New York.

Rubin, S., & Roessler, R. (2001). *Foundations of the vocational rehabilitation process* (5th ed.), Pro-ed: Austin. (Not on reserve)

Yuker, H. (1988). *Attitudes toward persons with disabilities*. New York: Springer Publishing Company.

Wright, B. (1983). *Physical disability-A psychosocial approach (2nd ed.)*, Harper & Row: New York.

Wright, G. (1980). *Total rehabilitation*, Little, Brown, and Company: Boston.

Most of these books are on reserve in the library. Also, a number of journal articles and book chapters are required. Instructor has copy of those books not on reserve in Morris Library.

Also, you must buy this book

Upton, T.D. (2011). *Private rehabilitation: Evolving opportunities*. Osage Beach, MO: Aspen Professional Services. ISBN: 978-0-97221642-6-9

Additional readings are required. These include those listed below, as well as those that are announced in class.

COURSE DESCRIPTION:

This required doctoral seminar for rehabilitation counseling students reviews the historical and development of rehabilitation as a profession. Specifically, this seminar reviews the historical and philosophical bases of rehabilitation; the evolution of rehabilitation counselor roles and functions; disability models; rehabilitation service delivery models; vocational rehabilitation and career theorists; serving underserved persons, and facilitating acceptance of varying disabilities of those we serve.

COURSE OBJECTIVES:

1. To understand the philosophical and historical bases and development of rehabilitation counseling as a profession.
2. To understand the evolution of the roles of functions of rehabilitation counselors.
3. To understand the predominant disability models in contemporary society.
4. To understand contemporary rehabilitation service delivery models.
5. To understand the importance of rehabilitation research in advancing rehabilitation knowledge, skills, and abilities.
6. To understand what “quality of life” represents and how rehabilitation professionals are trained to enhance this construct for persons with disabilities.
7. To understand the importance of vocational rehabilitation and career theorists.
8. To understand the importance of contributing to rehabilitation research

9. To understand the importance of serving those typically underserved in the rehabilitation delivery processes.
10. To understand the importance and develop working hypotheses of how to facilitate disability acceptance across disabilities.
11. To stimulate small group discussion of central rehabilitation constructs that may help students prepare for upcoming preliminary examinations.

GRADING CRITERIA:

1. Seminar leadership-This seminar is an opportunity for doctoral students to closely examine rehabilitation and each class participant must take an active leadership role in class learning. Each participant will lead at least one seminar session. Readings are assigned for each topic, but the leader must add a minimum of **5 current, relevant references to add to the discussion**. The citations (preferably PDF files) need to be to the instructor at least one week prior to the topics will be discussed in the seminar. Earlier is always better. All reading must be provided no later than one week prior to the seminar.-25 points
2. Topical summary-Following seminar leadership participants are asked to comprehensively outline their seminar. Of course, commentary on each reading and emphasis of key findings are important. It would be easier to complete this right after you lead the seminar. You will be submitting this to instructor and each class participant will get a copy of your summary. **These are due one week after your seminar leadership** -5 points that is part of the 25 points you earn for seminar leadership.
3. Interview with rehabilitation leader-Rehabilitation leaders shape rehabilitation knowledge through expertise in teaching, research, program development, service delivery, etc. Your task is to pick a rehabilitation leader, develop an interview protocol and interview this person for one hour. You must complete a write-up of your interview (for instructor), and present your interview findings to the class. Parameters for this include: no SIUC former students, or faculty can be used for these interviews. **INTERVIEWEES MUST BE APPROVED BY INSTRUCTOR**.-20 points
4. Ten quizzes are offered throughout the semester. Each quiz is worth 8 points and they will focus upon the reading and seminar from preceding seminar. No makeup quizzes are provided and the top nine are counted for your grade-72 points
5. Final Examination-This comprehensive final examination will be given at the end of the semester. Students will respond to essay questions and this will approximate preliminary questions. Students must be able to integrate substantial rehabilitation literature in an orderly fashion and convince readers of one's rehabilitation knowledge. More details will be shared as this approaches.-25 points

6. Ongoing participation-It is expected that attendance and preparation for interactive discussion with everyone will ensue. If you are going to miss a session, you must contact the instructor, well in advance of planned absence. These points are assigned in accordance with performance and these are completely assigned at the discretion of the instructor.-15 points

Seminar Leadership	25 points
Topical Summary	(5 points-part of seminar leadership)
Interview	20 points
Final Examination	20 points
Quizzes-top 9/10 count	72 points
Ongoing participation	15 points
	152 points
A	137-152 points
B	121-136 points
C	106-120 points

TOPICS:

Tentative Schedule

Below dates provide participants a framework that will be the basis of this seminar. Any changes made to this seminar by instructor, in class or through online communication, are binding for participants. **AT THE END OF THE SEMESTER A COMPLETED BIBLIOGRAPHY FOR THIS SEMINAR WILL BE PROVIDED BY INSTRUCTOR.**

August 19 Introduction

August 26, Professional status of rehabilitation counseling

READINGS: Friedson (1994) Chapters 1-2, 9; Wright, (1980) Chapters 1-2; Rubin and Roessler (2001) chapter 6;

September 2, SIUC Labor Day holiday

September 9, Quiz one; History and philosophy of rehabilitation

Rubin and Roessler (2001) chapter 1; Parker & Syzmanski (1998) chapter 1;STUDENT/Upton (2011) Chapters 1 and 2

September 16, Quiz two; Legislative highlights of rehabilitation-(1) STUDENT

Maki, Riggan, & Wolf (1987) chapter 1; Rubin and Roessler (2001) chapter 2-3; Wright (1980) chapter 6;

September 23, Quiz three; Disability attitudes and central importance to rehabilitation

Read Yunker (1988) book (2) STUDENT

September 30, Quiz four; Public vocational rehabilitation-role and function studies

Rubin and Roessler (2001) chapter 8; Parker & Syzmanski (1998) chapter 2; Wright (1980) chapter 3; Upton (2011) chapter 1 and 4; (3) STUDENT

October 7 Quiz five; Disability service delivery models; - (4) STUDENT

Rubin and Roessler (2001) chapter 14-15; Upton (2011) chapter 3

October 14, fall break

October 21, Quiz six; Sociological aspects of disability
Jones (1984) chapters 1-2; Rubin and Roessler (2001) chapter 5; Parker & Syzmanski (1998) chapter 9; Wright (1980) chapter 4; STUDENT

October 28; Quiz seven; Presentation in interviews and writeups-4

November 4 Presentation of Interviews and writeups-5

November 11 Veterans day, SIUC holiday

November 18

Quiz seven; Jones (1984) chapter 4-5; Underserved populations-Parker & Syzmanski (1998) chapter 5; Riggan, Maki, & Arnold (1987) chapters 21-28; Adjustment to disability- (5) STUDENT

Quiz eight; Disability models: Jones (1984) chapter 3; Parker & Syzmanski (1998) chapter 6-8; Wright (1980) chapter 7; Historical and contemporary models that we use- (6) STUDENT;

November 25, Quiz nine; Private vocational rehabilitation
Rubin and Roessler (2001) chapter 16; Parker & Syzmanski (1998) chapter 3;Upton (2011) chapters 5-11

December 2, Quiz ten; Quality of life and strategies for its enhancement for persons with disabilities; Rubin and Roessler (2001) chapter 13; Parker & Syzmanski (1998) chapter 4, 10; Jones (1984) chapters 8-9; (7) STUDENT

Tying up loose ends and preparation for final

Comprehensive final exam according to SIUC final exam schedule

There will be “zero-tolerance” for plagiarism in this class. Plagiarism, here, is defined as representing another’s work as one’s own, including any instance of singly or combining any of the following without acknowledging the original source: paraphrasing or directly quoting another’s work (either word-for-word, or paraphrase by word substitution or order modification); or using another’s written or spoken theories, hypotheses, ideas, opinion or statistics when they are not “common knowledge”; or using another’s tables or graphics. In all instances of using another’s work, acknowledgment must be in a manner consistent with APA-6th edition. Violations will result in consequences consistent with the extent of the plagiarism and whether the instance was the “first or latest” offense, including loss of credit on the assignment, loss of letter grade in class, and failure of class. They will always result in a notation in the student’s file.

Examples of plagiarism: This is a quote from Lehmann & Crimando. 2008, p. 159:

“Social scientists would refer to this phenomenon as an unanticipated or unintended consequence, or the ‘detrimental, unintended consequences of actions undertaken for what are intended to be noble purposes’ (Shaffer, 2003, para. 5), the law of which suggests that people’s actions always result in unintended consequences (Norton, 2002), with the latter sometimes being the exact opposite of what was intended.”

Well-known ways to plagiarize include repurposing a paper developed for another reason either by one’s self or another person, repeating a quote verbatim without any attribution, or attributing it but not indicating that it is an exact quote (by omitting the quotation marks or indentation as required, and page number). Lesser known ways would include plagiarism by simple word substitution/omission (This phenomenon is called an unanticipated or unintended consequence, or the ‘detrimental, unintended consequences of actions undertaken for what are intended to be noble purposes’ (Shaffer, 2003, para. 5), and the law suggests that people’s actions always result in unintended consequences (Norton, 2002), that are sometimes the exact opposite of what was intended); order modification (Detrimental, unintended consequences of actions undertaken for what are intended to be noble purposes are referred to by social scientists as unintended or unanticipated consequences); or a combination of both (Detrimental, unintended consequences of actions undertaken for what are intended to be noble purposes are referred to by social scientists as unintended or unanticipated consequences, and the law of unintended consequences says that result may be exactly opposite to what was desired). Any of these would be plagiarism if they included no attribution or identification as a quote.

The preferred method of including other’s work in your own paper would be to paraphrase, which means putting into your own words, and providing proper attribution. For example, you could say “According to Lehmann and Crimando (2008), the law of unintended consequences says that any action may have unplanned and, sometimes, opposite results.” A less preferred method would be to provide a properly attributed exact quote. My rule of thumb is to only quote when (a) changing even one word of the original statement would weaken the argument; (b) the original author made up a new term; (c) the original author made a mistake, or (d) for variety when used judiciously. Even then, I will return for rewrite any paper which is riddled with lengthy or excessive quotes. If I give you an assignment, I want to read your words; if I wanted to read another author’s words, I would read the original.

Electronic usage in class: THERE IS NO REASON FOR ANYONE TO TEXT, USE PHONE, HAVE AN INTERNET CONNECTION (ON ANY DEVICE), OR USE ANY SORT OF ELECTRONIC COMMUNICATION DEVICE DURING CLASS. THIS CAN BE HIGHLY DISRUPTIVE AND DAMAGE THE LEARNING ENVIRONMENT. AS SUCH, EACH USE OF ANY SUCH DEVICE EQUATES TO AN IMMEDIATE 5 POINT GRADE DEDUCTION. DEDUCTIONS WILL BE NOTED ON BLACKBOARD.

OF COURSE, COMPUTERS CAN BE USED TO TAKE NOTES, ONLY.